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ABSTRACT

This teaching guide, one in a series of K-6 guides, contains classroom activities dealing with citizenship education for use with children in second grade. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. There are three units of study. Most of the units are self-contained. However, some of the activities do require the use of publisher available resources. In Unit I, "Understanding Self and Others," students learn about feelings, responsibility, and conflict. Unit II, "Understanding Society," examines rules and authority. Protective strategies is the topic studied in Unit III, "Understanding Safety and Crime Prevention." Students are involved in many different kinds of activities. Some examples follow. In the unit on conflict, the class is divided into small groups. Each group is given a conflict situation which it must role play. When learning about responsibility, the students are required to write on a "Home Responsibility Chart" tasks for which they are responsible in their homes. Parents are asked to check tasks as the child completes them. The introductory activity in the unit on rules involves students in playing the "Chalk Game." The teacher gives a piece of chalk to four students scattered throughout the room and tells them to "play the game." When students become completely frustrated, the teacher begins a discussion of why there is no game until rules have been made. Other activities involve students in viewing and discussing filmstrips, reading books and poems, listening to guest speakers, and completing dot to dot pictures. The guide concludes with a listing of print and nonprint student materials. (Author/RM)

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JETS

JUSTICE EDUCATION TEACHING STRATEGIES K-6

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This curriculum project was and is the work of many people. It was initially developed as "Teaching Individuals Protective Strategies" by a team of educators from the Charlottesville City and Albemarle County School System of Virginia under the supervision of Scott Hamrick. We gratefully acknowledge their work and profer our thanks for allowing us to use their materials, funded by a Title IV-C grant, as a basis for our Pennsylvania revision.

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Murry Nelson of the College of Education, Pennsylvania State University was coordinator of the revision effort and served as general editor of the revised curriculum booklets. His efforts under severe time constraints are much appreciated.

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1980

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JETS

JUSTICE EDUCATION TEACHING STRATEGIES

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FOREWORD

JUSTICE EDUCATION TEACHING STRATEGIES: K-6

Justice Education Teaching Strategies (JETS) has been developed to:

1. promote and maintain positive student attitudes and behavior:
   — to have students develop activities to affect value judgments
   — to give a more positive but realistic view of law and people who administer the law
2. assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others:
   — to increase knowledge of civil and criminal law
   — to increase knowledge of procedures used by police and other criminal justice agencies

The program provides learning objectives and activities that will enhance these goals. JETS has been integrated with other material developed by the Pennsylvania Department of Education as Justice Education and Community Action (JECA). Previous PDE work in this area has produced two sets of useful educational competencies for schools — *Law-Related Education Competencies* and *Consumer Education Competencies*. In most cases the purposes or objectives for the particular JETS lessons come directly from these competencies. Thus JETS constitutes one framework, a beginning, for successful incorporation of justice education at the elementary school level in support of citizenship education.

The JETS curriculum is developmental with regard to scope and sequence; yet each booklet stands on its own as a curriculum construct for an individual grade level. The booklets are not long and it is not expected that they alone will constitute the sum and substance of citizenship education for students. Supplementary ideas are included throughout each booklet. The key to the success of any justice education program is the cooperation and utilization of area justice personnel by the teacher in implementing such a program. The teacher must realize and the parents must support this cooperative effort on the part of school, home and community. Many people pay lip service to such an ideal, but citizenship education will only succeed in the short and long range if this cooperation is present and visible.

this symbol denotes additional suggestions to teachers.

UNIT I
Understanding Self and Others

JETS
JUSTICE
EDUCATION
TEACHING
STRATEGIES

PURPOSE:

Criminal and quasi-criminal acts are prevalent in society. Although most young students are rarely involved in criminal activity, all are potential victims and law-breakers. When attitudes and feelings toward rules, laws, authority, conflict resolution and citizenship responsibilities develop negatively, the results are likely to be more misbehavior, criminal activity, and victimization.

In Unit I, better conduct and more responsible behavior are encouraged through examination of feelings (attitudes/values) of self and others. Emphasis is placed on the individual's responsibility for personal behavior.

OBJECTIVES:

- The student will be able to compare personal feelings with feelings of others.
- The student will be able to carry out an assigned responsibility.
- The student will be able to identify a conflict situation.

FEELINGS

HOW DO YOU FEEL (discussion)
My Favorite Things (booklet making)
These Are My Feelings (comparison)

RESPONSIBILITY

RESPONSIBILITY PROBE (inquiry and discussion)
Home Responsibility Chart (charting)*
School Responsibility Chart (record keeping)*
People and Their Responsibilities (critical thinking)
Peer Nomination for Responsibility (voting)

CONFLICT

WHAT HAPPENS NEXT? (decision making)
CONFLICT CAPERS (role play)
VANDALISM (discussion)
Things People Say (game)
It's Your Choice (rating)

*STUDENT WORKSHEET Provided

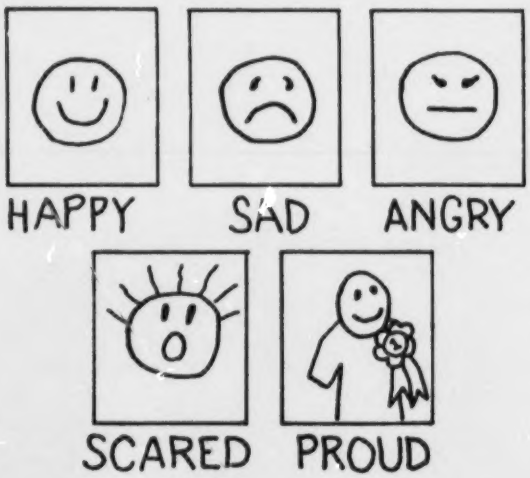
FEELINGS

HOW DO YOU FEEL?

Purpose: Demonstrate how one's action toward others will affect the behavior of others toward oneself and to emphasize the different emotions people have and the causes of these emotions

Key Question: What are some of our emotions?

Secure (or draw) a variety of pictures of individual people illustrating a variety of facial expressions.



Allow students to identify what emotion each picture portrays.

Discuss:

1. Why do the people look the way they do?
2. Do you feel the same way all the time?
3. Do grown-up people feel the same way all the time?

Tell students to pretend they are in one of the pictures but cannot be seen. The student is doing something to cause the person in the picture to look as they do. Ask students to draw a picture of what they are doing.

Discuss:

1. Are we sometimes the cause of other people's feelings?
2. Role Play —
   How would you help a person change the way he/she looks, if they are sad, angry or scared?

Possible Resource:

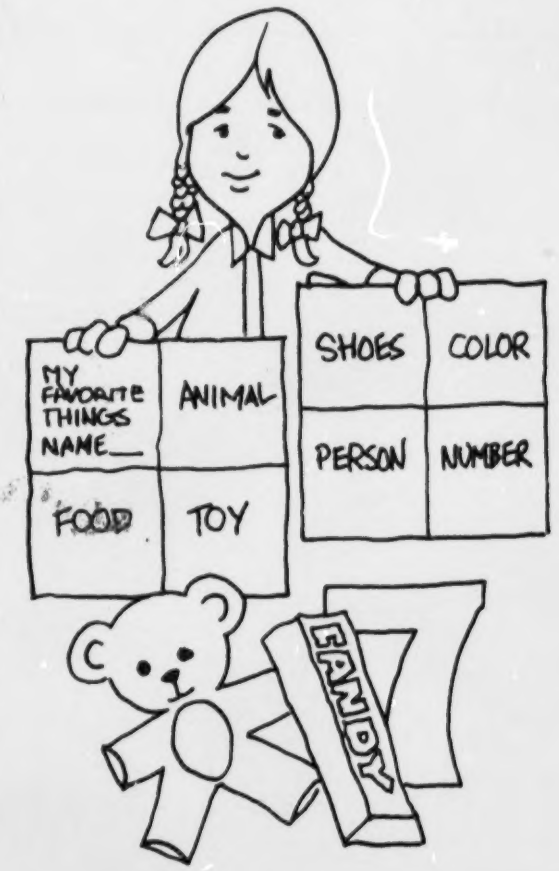
Alexander and the Terrible, Horrible, No Good, Very Bad Day.

by: Judith Viorst

My Favorite Things

Purpose: Show respect for other people and to provide students with an opportunity to compare feelings

Give each student two sheets of drawing paper. Have them fold each sheet into four equal blocks. In the first block of one sheet have them print MY FAVORITE THINGS and sign their name. At the top of the other blocks have them label each with one of the following: animal, food, toy, shoes, color, person, number.



Tell students to draw in each block their favorite thing in that category. After students have completed their seven pictures, have them cut the blocks apart on the fold and staple into a booklet with the title page on top.

Discuss:

1. Did all the students choose the same things?
2. Which ones were the favorites of the class as a whole?
3. Which ones were the least favorite of the class as a whole?
4. Were anyone's choices wrong?

The teacher may wish to discuss the fact that someone's opinion is never considered right or wrong.

The teacher may wish to collect the booklets and save them.

Students might enjoy repeating the activity at a later date. This would provide students with an opportunity to compare their own feelings as well as those of their classmates.

These Are My Feelings

Purpose: To give students an opportunity to express and compare feelings

Write the following incomplete sentences on the blackboard or on a chart.

I get angry or mad when -
I have a good time when -
I feel bad when -
I get my feelings hurt when -
I wish I would -
I am afraid when -
I wish someone would help me when -
I feel happy when -
I worry about -

Ask several students to read and complete each sentence. Discuss the different things that cause the same emotion. (e.g. One person may get angry when dinner is late, while another person may get angry when the school team loses.)

These incomplete sentences can be used

- as story starters for individual completion.
- as story starters for small groups with each group having a different incomplete sentence.
- as learning center activities having students select one sentence to complete and illustrate.
- as a role playing activity.

Teacher's Notes...

RESPONSIBILITY

RESPONSIBILITY PROBE

Purpose: Determine the meaning of responsibility and relate it to jobs at school

Key Question: What is responsibility?

As an introductory activity read the story *The Little Red Hen*, Galdone, P. New York: Seabury, 1973.

DISCUSS:

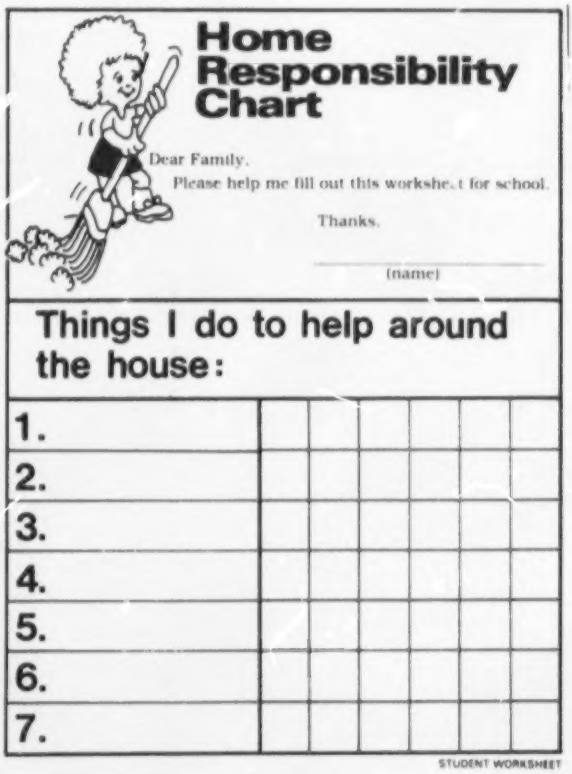
1. What does the word "responsible" mean? RESPONSIBLE — carrying out a job or doing what you are expected to do
2. If someone said, "You are a very responsible person," what does this mean?
   — you are someone who can be trusted; you will do your best; you do a good job when you're in charge of something
3. What types of responsibilities can we have here at school?
   — responsible for: cleaning tables, blackboards, game area, lockers, passing out paper, pencils, crayons, etc.

Develop a *Classroom Helpers Chart.*

Home Responsibility Chart

(STUDENT WORKSHEET Page 9)

Purpose: Display observable responsibility for personal belongings and school materials



Student and parent will fill-in the chart.

The student will put a checkmark in a box each time a job has been completed.

DISCUSS:

1. Why is it important that these responsibilities be fulfilled?
2. What might be the consequences of not fulfilling these responsibilities?
3. What are some responsibilities that older brothers or sisters have?

School Responsibility Chart (STUDENT WORKSHEET Page 10)

Purpose: Demonstrate responsible action and adherence to school rules through daily action and to allow students to evaluate how well they accept responsibility at school

Key Question: Am I a responsible person at school?

Help students complete a personal school responsibility chart. Allow students to add any additional responsibilities which may not be included on the worksheet.

SCHOOL RESPONSIBILITY CHART
(name) _____ *is a responsible person at school.*
1. I had my own pencil to work with today.
2. I returned my library book.
3. I walked in the halls today.
4. I walked quietly during reading time today.
5. I finished all my work.
6. I talked quietly in the cafeteria.
7. I did neat work.
8. I walked quietly in line.
9. My desk is neat.
10.

STUDENT WORKSHEET

At the end of each day, students evaluate themselves on how well they carried out a personal responsibility.

Put a check or some other mark in those areas where they achieved.

Some type of reward may be given when a student successfully reaches a fair number of marks. A badge with the letters RP (responsible person) and a special privilege would be appropriate.

2 triangles + 1 circle or

1 circle + 2 rectangles

*A good story to read might be:
Waber, Bernard, *Nobody is Perfick*
Englewood Cliffs, NJ, Scholastic Reader's Choice, 1971.

People and Their Responsibilities

Purpose: To identify the various responsibilities people have

Place some job titles on small slips of paper. Have students choose one and pantomime the job while other students try to guess who they are. Students could describe a job responsibility in place of pantomiming. e.g. My responsibility is to check out your library books. Who am I? **the librarian**

- teacher
- principal
- school secretary
- school nurse
- cafeteria worker
- librarian
- custodian
- carpenter
- car mechanic
- waitress
- taxi driver
- store clerk
- police officer
- truck driver
- gardener
- cook
- maid
- babysitter
- coach
- painter
- doctor
- etc.

This is an opportune time to invite parents to visit and explain their various responsibilities in their jobs.

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PEER NOMINATION FOR RESPONSIBILITY

Purpose: Accept responsibility in observing rules/laws and to allow students to recognize those who are able to accept responsibility

Tell students that they are going to play a game in which they will name some responsible classmates. Say, "I will read a phrase and you are to name a classmate whom you think I am talking about." Accept all answers unless you strongly disagree.

Example: "I know a person who accepts responsibility by playing fair in games. Who is it?"

1) keeping his/her desk clean
2) doing neat work
3) doing their homework
4) taking care of his/her pets
5) always having a pencil
6) lining up in an orderly manner
7) taking turns
8) bringing library books back

Eventually students could name the responsibilities as well as identifying students.

CONFLICT

WHAT HAPPENS NEXT?

Purpose: Demonstrate a knowledge of several ways that disagreements can be settled

Read the following situations to your class one at a time.

- Tim was running in the hall and ...
- Susie finished her seat work on time and...
- Chris used up all the yellow paint at the easel and...
- Albert walked to school and played along the way and...
- Gwen got on a bicycle and didn't know how to ride and...
- Scott brought a new toy car to school and...
- Louise danced the best in the class and...
- Paulette cut her hair and...
- Tony walked to school with a buddy and...
- Bobby chased his dog and...

DISCUSS:

1. What might happen next?
2. Was it good or bad?
3. Why did it happen?

After the discussion show film strip "You Promised," First Things Series, Guidance Associates, 1972.

CONFLICT CAPERS

Purpose: Demonstrate a knowledge of various methods of settling disagreements

Divide your class into small groups. Give each group one of the situations below. Have the group decide what characters are needed and how they should role play the situation. Tell them they are to seek the best ways to solve the problem.

1. A group of students is jumping rope. Another student wishes to play too but is told that there are already too many playing.
   - What might the student do since he/she cannot play?
   - What should the student do?
2. You are playing in the park with a bat and ball. Two older students come up and want to take these away from you.
   - What is the best way to solve this problem?

   NOTE: If children are assaulted by older or more numerous children, the advisable course is: 1) to cooperate, 2) to give up what is demanded and 3) report the incident. This is the advice given by the police to people of all ages and conditions.
3. You and your friend are walking home from school. Your friend wants to stop and throw rocks at the windows of an empty house. You do not wish to but your friend calls you "chicken."
   - What should you do?
   - What is this called? (vandalism)
   - What are some different ways to solve this problem?
4. Two boys are playing with a puzzle. Each claims it as his own.
   - Who should help settle this problem?
   - What are some ways that you could solve this problem if you were one of the children?

5. There is only one doll. Both Jill and Betty want to play with it.
   — How might Jill and Betty work this out?

6. Your mother gave you money to buy ice cream after school. You left it on your desk.
   — What might happen when you go to buy the ice cream?
7. Your sister wore your last clean pair of socks.
   — What are you going to do?
   — What could you have done to have prevented this from happening?
8. You worked very hard on your seatwork. Somebody drew a red line across it with a crayon.
   — How do you feel?
   — What are you going to do?
9. Chris is painting at the easel. When she finishes, there is no yellow paint. Later it is Nadine's turn and she finds no paint for her sun.
   — What are some of the things that might happen?
   — What should Chris have done when she finished?

VANDALISM

Purpose: Show respect for other people and their property

Discuss vandalism as is introduced in situation #3 of the preceeding exercise.

Take a walking tour of the school area with the class. Identify vandalism as it is observed.

Discuss ways to improve the looks of vandalized areas and methods of preventing future vandalism.

Things People Say

Purpose: Demonstrate what good manners are and explain why they are important to society

Put cotton balls representing "warm fuzzies" and pieces of coarse sandpaper representing "cold pricklies" into a box. In another box, place positive and negative statements which children commonly say to each other. e.g. You are pretty. You don't play fair, etc.

Explain to your students that people often say things that aren't very nice. Sometimes these things hurt our feelings or make us angry.

Tell the students, "Today we will express our anger by giving a 'cold pricklie'(show sandpaper) **to anyone who says something that hurts our feelings. We will express our pleasure by giving the person who says something nice to us a 'warm fuzzie'** (show cotton balls)."

Each student in turn draws a statement from the box and selects someone to read it to. The student to whom the statement is read gets a warm fuzzie or a cold pricklie and awards it to the reader according to the nature of the statement.

Allow students to draw their own representations of the cold pricklie and warm fuzzy. Students could vote on the ones they like best and substitute them for the sand paper and cotton balls.

Happy and sad faces might be used instead of the cotton balls and sandpaper. Those receiving sad faces might be given a chance to earn happy faces by saying something nice to the person who gave them the sad face.

It's Your Choice

Purpose: Demonstrate a knowledge of several ways that disagreements can be settled

Divide the class into two teams. Tell the teams that they should pretend they have just finished playing a championship game of kickball. The problem is that both teams claim that they had the most runs and have won the game. Have each team list some solutions to this problem on the board and add some of the following:

- Quit and say you'll never play again.
- Say, "It was a tie."
- Yell and call each other names.
- Count the number of players who crossed home plate.
- Play the game over with the score keepers from each team working together.
- Start fighting with the other team.

DISCUSS:

1. Can there be more than one solution to a problem? (Yes)
2. Why are some solutions better than others?

Note: When you can't settle an argument or resolve a conflict it's always best to ask your mother, dad or older friend to help you.

Allow students to vote for the solution they feel is best.

Teacher's Notes...

Home Responsibility Chart

Dear Family,

Please help me fill out this worksheet for school.

Thanks,

_____

(name)

Things I do to help around the house:

1.						
2.						
3.						
4.						
5.						
6.						
7.						

STUDENT WORKSHEET

SCHOOL RESPONSIBILITY CHART

(name) _____ *is a responsible person at school.*

1. I had my own pencil to work with today.
2. I returned my library book.
3. I walked in the halls today.
4. I walked quietly during reading time today.
5. I finished all my work.
6. I talked quietly in the cafeteria.
7. I did neat work.
8. I walked quietly in line.
9. My desk is neat.
10.

UNIT II

Understanding Society

PURPOSE:

Rules, laws, and authority are essential for the establishment and maintenance of order. Compliance with rules, laws and authority is often difficult because individuals perceive them as restrictions rather than means to safety and harmony.

In this unit, emphasis is placed on understanding the necessity for rules, laws, and authority in order to promote more positive attitudes toward them. Better attitudes lead to greater acceptance and more willing compliance to reasonable rules, laws, and authority.

OBJECTIVES:

- The student will be able to give two examples of people who make rules.
- The student will be able to give two examples of people in authority.

RULES

ALL ABOUT RULES (discussion)
HOW WOULD YOU ACT? (writing and illustration)
HOME, SCHOOL, AND COMMUNITY RULES (cut and paste)*
Rule Clocks (game)
Classroom Rules (discussion and charting)
Family Rules (home discussion)
Bus Safety (fill in blanks)*
Scrambled Rules (making sentences)*
I'm a Good Bike Rider (decision making)
Bus and Bike Safety (poetry and construction)

AUTHORITY

LET'S TALK ABOUT AUTHORITY (discussion)
HATS ON (art)
WHO IS IN AUTHORITY? (identification)
Let's Act It Out (role play)
Ten Brave Police Officers (role play)
Police Officer of the Day (art)
Dot-to-Dot*

*STUDENT WORKSHEET Provided

RULES

ALL ABOUT RULES

Purpose: Demonstrate the need for rules and laws within a group and between groups

Students were introduced to the concept of rules in the kindergarten and first grade levels of the JETS program. **The following questions have been discussed and can be used for review.**

Key Question: What are rules and why do we need them?

Introductory Activity: Chalk Game

Tell your students that you are going to play a game called "Chalk." Give a piece of chalk to 4 students scattered throughout the room. Then say "Play the game." When students cannot figure out what to do, say, "Well, go on, play the game!" When students become completely frustrated, begin a discussion of why there is no game until rules have been made. Go over some games students know and like to play and show why rules are necessary, not only to have fun, but to assure that safety and order are maintained.

DISCUSS:

1. What is a rule?
   RULE: something written or said which tells us how to act
   - A rule is a guide. It helps us do something the right way.
2. Where are rules?
   - Rules are everywhere, (home, school, community) and are for everyone to follow.
3. What types of rules are there?
   - There are all sorts of rules. In school we have rules to help us solve arithmetic problems, to read and to spell. Mother cooks by rules called recipes. There are rules for good behavior, and there are rules that protect us (keep us safe) and help us to be good citizens.

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4. Why do we need rules?
   - Rules are important because they protect us and help keep us safe. There are certain things that we must not do and other things that we must do if we are to live and get along together in communities. Some of the most important rules for happy living are those that help to protect our families, friends and neighbors.
5. Who makes rules?
   - Rules are made by people such as: parents, teachers, principals, babysitters, etc. Everyone can help make rules.
6. Why should we follow rules?
   - If rules are broken, it may be dangerous or unsafe to ourselves and others.

Show film strip "What Should I Do — The Game" (Walt Disney Instructional Media Co., 1976)

*This would be a good time to invite a local umpire or referee to speak to the class about rules and sports.

HOW WOULD YOU ACT?

Purpose: Identify the need for rules within a group and between groups.

Using the blackboard, list the headings At Home, At School, In The Community. Elicit from students several rules which should be followed at each place. (Note that in some instances a rule can apply to more than one place.)

Distribute drawing paper. Students will write a rule at the bottom of the paper and illustrate it. The papers can then be combined into 3 books: "Our School Rules," "Our Community Rules," "Our Home Rules."

It may be necessary to assign each student a particular rule so that none are deleted.

At Home
Brush your teeth after meals.
Do not play with knives.
Do not jump on furniture.
Wash your hands before you eat.
Turn off lights.
Do not play with matches.
Do not leave toys on stairs.

At School
No talking.
No pushing.
No chewing gum.
Turn off lights.
Hang up coats.
Sharpen pencil before class.

In The Community
No Smoking.
Slow Down — Children playing.
Do not walk on the grass.
Do not ride bikes on the grass.
Put trash in cans.
Do not pick flowers.
Look both ways before crossing.
Cross the street when the sign says WALK.

HOME, SCHOOL AND COMMUNITY RULES

(STUDENT WORKSHEET Page 21)

Purpose: Identify rules followed in school, home, play, etc.

Write the headings HOME, SCHOOL, COMMUNITY on the board. Review some of the rules identified for each one.

DISCUSS:

1. Who makes these rules?
2. Why are these rules necessary?
3. What might happen if they are disobeyed?
4. Who enforces these rules?

Distribute the student worksheet. Help the students read the rules. Have them classify the rules by cutting out the rules one at a time and pasting them under the heading of their choice. Discuss that many of the rules apply to more than one place.

Home, School and Community Rules

Name: _____

HOME

SCHOOL

COMMUNITY

Slow Down Children Playing	Sharpen pencils before class	No dogs allowed
Do not jump on furniture	Cross the street when the sign says WALK	Keep your hands to yourself
Wash your hands before eating	Clean up your room	No pushing in line

*Invite the principal in to discuss school rules.

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RULE CLOCKS

Purpose: Identify rules followed in school, home, play, etc.

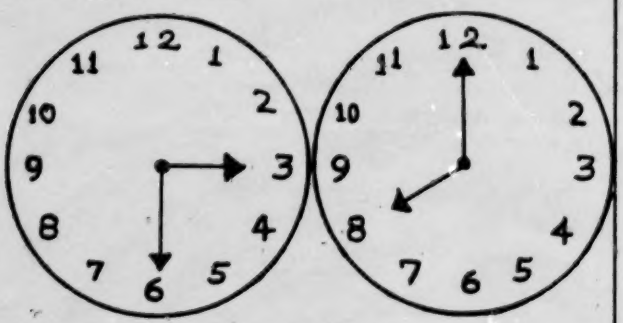
Key Question: Are there many rules we follow throughout the day?

Have students make clocks using paper plates. Use a fastener to hold the minute and hour hand so that they may be manipulated.

Allow each student to set his/her clock at a particular time during the day that he/she must follow a rule.

Example: getting up in the morning, catching the bus, paying for lunch, going to gym, leaving school, setting the table, going to bed.

Each student shows his clock, tells the time and the rule to be followed.



1. 3:30 "I play in a safe place."
2. 8:00 "I pick up my toys before going to bed."

CLASSROOM RULES

Purpose: Identify the need for rules within a group and between groups

Develop a list of classroom rules to be observed by the class members.

Write the rules on chart paper and hang them in the room.

Devise a system for dealing with the rules and those students who do not follow them.

FAMILY RULES

Purpose: Identify rules followed in school, home, play, etc.

Encourage students to ask their parents to help them write some family rules for the home. Parents could use this time to discuss with their child why there must be rules at home.

Write the family rules that help you to:

1. have fun _____
2. keep in good health _____
3. keep out of trouble _____
4. protect yourself _____
5. settle arguments _____

Bus Safety

(STUDENT WORKSHEET Page 22)

Purpose: Demonstrate responsible action and adherence to school rules through daily action

Show film strip "School Bus Safety and Courtesy" Oxford Films, 1974.

Students will complete the worksheet by identifying each statement as true or false. Students should be able to change false statements into true statements when asked to do so.

Students should also draw a big red X on students in the picture showing unsafe bus practices.

Bus Safety
SCHOOL BUS
Put T or F (true or false)
1. I should sit on the bus. _____
2. I keep my arms and head inside the bus. _____
3. I talk with a loud voice on the bus. _____
4. I push to get on the bus. _____
5. I look when I get off the bus. _____
6. I disobey the bus driver. _____
7. I keep my feet under my seat. _____
8. I hold my books on my lap. _____
9. I fight with my friend. _____
10. I sit facing the front of the bus. _____
11. I run off the bus. _____
STUDENT WORKSHEET

*Invite a bus driver in to discuss bus safety with the class.

*Students may wish to illustrate any of the true statements.

SCRAMBLED RULES

(STUDENT WORKSHEET Page 23)

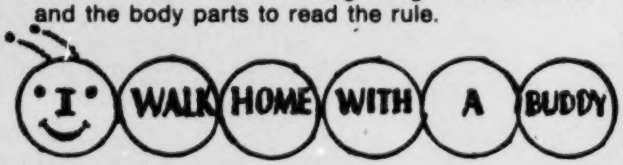
Purpose: To reinforce safety rules already learned

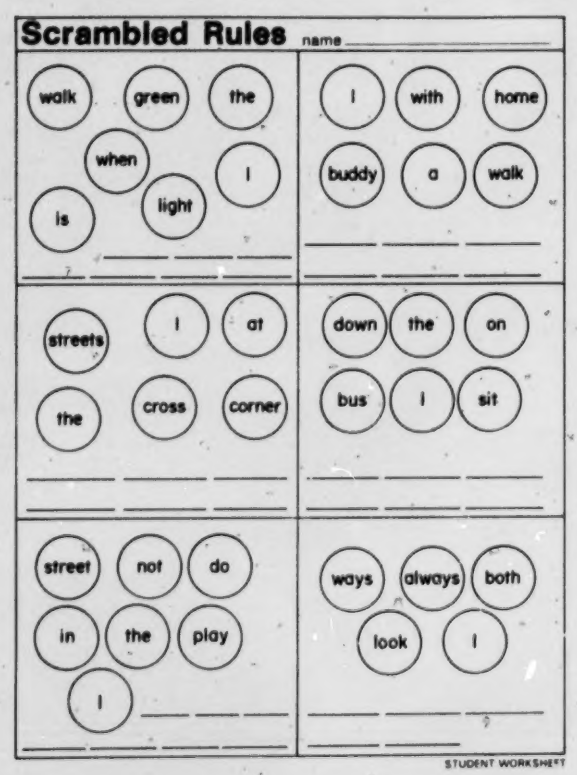
Distribute the worksheet to the students. Tell the students that in each box they will find a sentence beginning with "I". The sentences are several words long and state a safety rule they already know. Find the sentence in each box and put it together on the lines provided.

Answers:

1. I walk when the light is green.
2. I walk home with a buddy.
3. I cross streets at the corner.
4. I sit down on the bus.
5. I do not play in the street.
6. I always look both ways.

*Students may cut the circles out and make a worm's head to show the beginning of the sentence and the body parts to read the rule.





STUDENT WORKSHEET

I'm a Good Bike Rider

Purpose: Accept responsibility in observing rules/laws

DISCUSS:

What are some rules that must be followed when riding bicycles?

- Obey all traffic signs and signals that cars obey.
- Ride only on the right-hand side of the street.
- Walk your bike across busy intersections.
- Never ride double.
- Ride only single file on highways and streets.
- Always keep both hands on the handlebars.

What are some safety rules about the bike itself?

- Always keep your bike in good repair.
- Always put it away in a safe place.
- Always lock your bike by putting the chain around both frame and wheel and then around something that cannot be moved, such as a post.

Have the students number on a piece of paper from 1-11. Read the following statements and let them write YES if they should do it and NO if they should not. Follow up with discussion.

1. I obey traffic signs. (YES)
2. I ride my friend on my handle bars. (NO)
3. I ride on the left-hand side of the street. (NO)
4. I keep my bike in good shape. (YES)
5. I lock my bike when I'm not riding it. (YES)
6. I ride my bike across busy corners. (NO)
7. I ride my bike off curbs. (NO)
8. I put my bike away in a safe place. (YES)
9. I ride zig-zag in the road. (NO)
10. My friend and I ride our bikes side by side down the street. (NO)
11. I always ride my bike with both hands. (YES)

Students could re-write the YES statements and illustrate each.

BUS AND BIKE SAFETY

This poem lends itself to choral reading. Divide the class into 6 groups with each group reciting one verse and the whole class reciting the last verse together. (Students may wish to make up motions to go with each verse.)

Traffic Light

At the corner
I look and see
A traffic light
That looks at me

It's big and bright
And useful, too
Three colors tell me
What to do

The signals are
Red, yellow, green
I think I know
Just what they mean

The first is red
And this means stop!
Stay on the curb
Don't skip or hop

Yellow is next
This is not strange
It says to wait
The lights will change

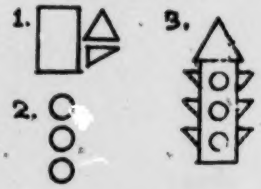
The third is green
And this means go
When green says yes,
The rest say NO!

I'm glad I know
What these lights mean
I only cross
When I see green

Herman Mints

Make a traffic light materials:

1. cut from black construction paper:
2. Cut 3 circles:
3. Paste together



22

AUTHORITY

LET'S TALK ABOUT AUTHORITY

Purpose: Determine the meaning and importance of legitimate authority

DISCUSS:

1. What is authority?

   AUTHORITY: being the boss, the leader; being responsible for others

2. Name some people in authority.
   - captain of a team
   - principals and teachers at school
   - parents at home
   - babysitters
   - coaches
   - umpires and referees
   - law enforcement officers
   - etc.

Discuss questions 1 and 2 with the students. Emphasize the fact that a person in authority is someone who helps you.

3. What do people do who are in authority?
   - — make decisions affecting other people.
   - — Demonstrate leadership, guidance and assistance.
   - — Promote safety and the enforcement of rules and laws.
4. Who is in authority at home?
   in school?
   in the community?
5. Have you ever been in authority?
   Where?
   How did you feel?
   What did you have to do?
   Who gave you this authority?

*Draw an authority figure.

*Invite an authority figure to come to the classroom and discuss his/her duties and responsibilities as an authority figure.

HATS ON

Purpose: Identify municipal, state and national figures and/or groups of authority

Give each student a 12 x 18 piece of manila paper. Using a pattern have students trace a circle in the middle of their paper. Allow each student to think of a person in authority who wears a hat.
e.g. cooks, police offices, mailmen, army officers, deputies, fire fighters, nurse, construction workers, kings and queens, umpires

The students are to draw and color the hat of their authority figure above and around the circle. After coloring, have students cut out the circle so that they may be the face of the authority figure. Have each student come to the front of the classroom, wearing the hat, and allow the other students to guess which authority figure is represented.

*Allow students to role play various authority figures using their hats.

The class could parade, through other classrooms holding "hats" in place.

Teacher's Notes...

WHO IS IN AUTHORITY?

Purpose: Identify authority figures of the groups to which one belongs (i.e. family, church, school)

Obtain pictures of community helpers in action(policeman, fireman, postman,etc.). **Display the pictures one at a time and have students answer the following questions.**

DISCUSS:

1. Who is the person pictured?
2. What authority does this person have in this situation?
3. Why does this person have authority in this situation?
4. What kinds of things are a part of this person's job?
5. Is it important to have people who do this kind of work in our community? Why?

Let's Act It Out

Purpose: Identify examples of the legitimate functions of these authority figures

Write the situations on cards. Divide the class into groups and give each group a situation to present to the class.

DISCUSS:

1. Who was the authority figure in this situation?
2. Did the authority figure act as he should?
3. Did those who were under authority act as they should?

Situation 1
Students are crossing the street under the authority of a crossing guard.

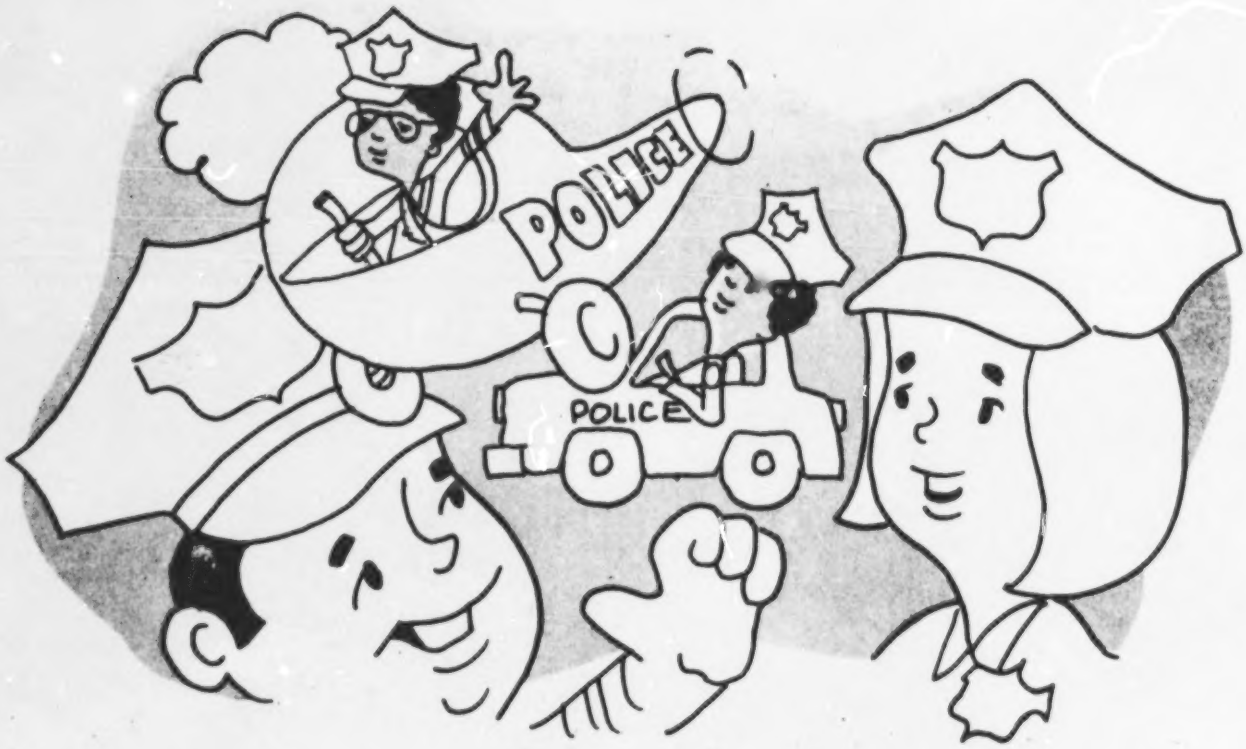
Situation 2
Students are crossing the road under the authority of a student patrol officer. They have just gotten off the bus.

Situation 3
Adults are driving in traffic under the authority of a police officer.

Situation 4
A deputy sheriff is giving a driver a speeding ticket.

Situation 5
Children are cleaning their room under the authority of a parent.

Situation 6
Students are playing a game under the authority of team captains.



Ten Brave Police Officers

Purpose: *Purpose: Demonstrate an understanding of authority*

Introduce the following poem:

TEN BRAVE POLICE OFFICERS

10 Brave police officers standing in a line;
One helps children cross the street, now there are nine.

9 Brave police officers standing near the gate;
One takes a prisoner away, now there are eight.

8 Brave police officers looking up at heaven;
One goes to fly the helicopter, now there are seven.

7 Brave police officers find a man in a terrible fix;
One takes him to the hospital, now there are six.

6 Brave police officers trained to scuba dive;
One goes underwater to work, now there are five.

5 Brave police officers protecting a store;
One chases a burglar, now there are four.

4 Brave police officers parked near a tree;
One follows a speeding car, now there are three.

3 Brave police officers standing near a zoo;
One finds a lost child, now there are two.

2 Brave police officers walking in the sun;
One helps in a traffic jam, now there is just one.

1 Brave police officer teaching safety rules;
Wouldn't it be nice to have him come to your school?

Adapted: National Child Safety Council, Jackson, Michigan 49203

DISCUSS:

1. Is the police officer an authority figure?
2. What are the different jobs a police officer does?

Students might enjoy drawing illustrations of each verse. The pictures could be combined into a booklet and displayed in the classroom.

The poem may be used as a fingerplay, role play or a choral reading activity.

Invite a law enforcement officer to come and talk about the various jobs law enforcement officers do.

POLICE OFFICER OF THE DAY

Purpose: Demonstrate an understanding of authority and to provide students with an opportunity to accept responsibility and authority

Give each student a paper plate so that he/she may create his/her own face. Other materials may be used for hair, eyes, etc. Encourage students to make their plate faces similar to their own image.

Using a female and male student, make outlines of these students' bodies as he/she lie on a large sheet of paper on the floor. These two figures need to be colored, painted or dressed to resemble a uniformed police officer (male & female). These figures should be posted in the room with the statement, "I AM NOW A POLICE OFFICER" written near them.

Each day a new face of one of the class members can be placed on the body and that person would have various responsibilities or authority for that particular day. (e.g. of responsibilities — in charge of lines, makes sure class is kept neat, special assistant to teacher or P.E. teacher). For that day the student may wear some type of badge designating him/her as officer of the day.

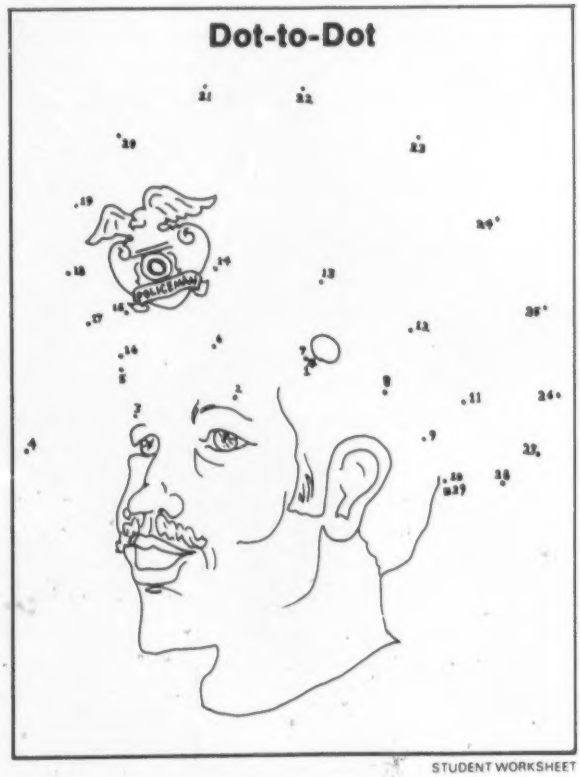
Teacher's Notes...

DOT-TO-DOT

(STUDENT WORKSHEET Page 24)

Read the story, *Someone Always Needs A Policeman.*

Distribute copies of the dot-to-dot picture. After students have connected the dots and colored the picture, have them write or dictate a story about how this officer may have helped someone.



STUDENT WORKSHEET

From: Brown, David *Someone Always Needs A Policeman*, New York: Messner, 1972.

26

Home, School and Community Rules

Name: _____

HOME

SCHOOL

COMMUNITY

Slow Down Children Playing.	Sharpen pencils before class.	No dogs allowed.
Do not jump on furniture.	Cross the street when the sign says WALK.	Keep your hands to yourself.
Wash your hands before eating.	Clean up your room.	No pushing in line.

Bus Safety

Put T or F (true or false)

1. I should sit on the bus. _____
2. I keep my arms and head inside the bus._____
3. I talk with a loud voice on the bus._____
4. I push to get on the bus. _____
5. I look when I get off the bus. _____
6. I disobey the bus driver. _____
7. I keep my feet under my seat. _____
8. I hold my books on my lap. _____
9. I fight with my friend. _____
10. I sit facing the front of the bus._____
11. I run off the bus. _____

Scrambled Rules

name _____

walk green the when I light is

_____ _____ _____

_____ _____ _____ _____

I with home buddy a walk

_____ _____ _____

_____ _____ _____

streets I at the cross corner

_____ _____ _____

_____ _____ _____

down the on bus I sit

_____ _____ _____

_____ _____ _____

street not do in the play I

_____ _____ _____

_____ _____ _____ _____

ways always both look I

_____ _____ _____

_____ _____

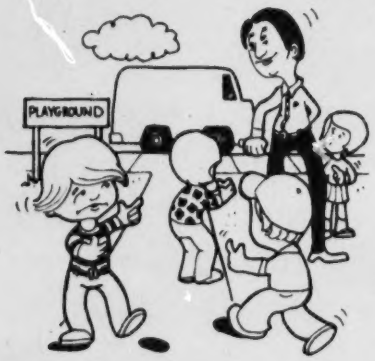
STUDENT WORKSHEET

Dot-to-Dot

21
22
20
23
19
24
18
14
13
POLICEMAN
15
17
25
12
6
16
7
1
5
8
2
11
26
3
4
9
27
10
28
29

UNIT III

Understanding
Safety and Crime Prevention



PURPOSE:

Every citizen has a responsibility to take protective measures against criminal activity. One way to reduce victimization is through the concept of crime prevention. CRIME PREVENTION is an attitude which manifests itself when students and others accept greater responsibility to become less vulnerable to crime.

This unit helps students learn simple and safe procedures (protective strategies) for home, school and community.

OBJECTIVES:

- The student will learn three "never" rules in regard to strangers.
- The student will be able to identify two or more unsafe places.

PROTECTIVE STRATEGIES

STRANGER DANGER (teacher information)
LET'S TALK ABOUT STRANGERS (discussion)
STRANGER IDENTIFICATION (recall)
ANSWERING THE TELEPHONE (role play)
NAMES AND ADDRESSES (recall)*
BEING LOST (role play)
Emergency Dialing (fill in blanks)*
CALLING FOR HELP (bulletin board)
FIND A SAFE WAY HOME (maze)*
THE BUDDY SYSTEM (discussion)*
THREE LITTLE PIGS (dramatization)
CHILD ABUSE AND NEGLECT (teacher information)
SMOKING (discussion)
ALCOHOL (discussion)
SUBSTANCE ABUSE (discussion)
MENTAL HEALTH (discussion)

*STUDENT WORKSHEET Provided

PROTECTIVE STRATEGIES

STRANGER DANGER
Teacher Information

Purpose: Groups differentiate between acceptable and nonacceptable behavior

Students should develop caution where strangers are concerned. Each student needs to know the basic signs of danger as well as techniques for dealing with situations encountered when alone. The definition of just who is a stranger may be approached through discussing who is not a stranger (immediate relatives, friends of the family and certain people in authority such as police, teachers, clergy, fire fighters, nurses, storekeepers, etc.). **Students should be made aware that many strangers are kind and need not be feared.** However, there are some strangers who act friendly, but who really intend to do harm. Students should be helped to feel confident that there is a way to deal with situations involving strangers. The teacher should try to clarify that students have no obligation to comply with requests from strangers other than those identified by their parents and teachers or persons recognized by uniforms as community helpers. The following concepts are important and appropriate for young students.

1. Most strangers act friendly, but there are some who are not our friends. Even adults cannot always tell friendly strangers from other strangers.
2. We should stay away from strangers until they are approved by our parent or teacher, a trusted authority, or whoever is in charge of us.
3. Friendly strangers offering gifts or candy are not to be considered as friends. Student's first reaction should be to leave the scene and go to a safe place. They should tell the nearest authority (teacher, friend, parent, police officer or babysitter).
4. Never accept rides from strangers, go near or get into their car for any reason. It is necessary that students learn to distinguish between rides offered by approved persons and rides offered by strangers, no matter how friendly.
   a. Refuse the ride, get away from the car and continue on your way.
   b. If the stranger keeps following, run or walk away in the opposite direction of the car. The car cannot reverse direction easily.
   c. If still followed, run and yell to attract attention.
   d. Find a busy store or a house where someone you know lives.
   e. Later, with a friendly adult to help, report any such persistent follower to the police.
5. Students should never stop to speak to strangers even if they ask for directions. Discuss where students can find emergency help on the way to school with special reference to the immediate area. Encourage students to walk with a friend, but to take suitable precautions when walking alone. It should be emphasized that students should never get so near a stranger that they can be touched by them.
6. Students should know full name and address but never give them to a stranger. Students should understand that if they are lost and cannot find their way home, they need to look for help. The teacher should emphasize the kinds of people to look for in different situations if lost.
7. Students should always play or walk where they can be seen by other people or the person in charge. If possible, the student's route to school should not lead past abandoned buildings, woods or through vacant lots where they are cut off from public view. If such hazards are unavoidable, students should be encouraged to walk with friends and not to loiter. Shortcuts should be discouraged.
8. Never allow a stranger into your house. Students should be instructed if a stranger knocks on their door, they should not open the door, but run and get a parent, an adult or an older brother or sister to answer the door for them.

NATIONAL CHILD SAFETY COUNCIL
The National Child Safety Council has prepared pamphlets appropriate for all ages of children on dealing with strangers. Check your local telephone directory or call your local law enforcement agency to obtain the telephone number or name of the NCSC representative in your area. Or write to:
NATIONAL CHILD SAFETY COUNCIL
3126 Francis Street
Jackson, Michigan 49203

LET'S TALK ABOUT STRANGERS

Purpose: Compare deviant, delinquent and criminal behavior and provide examples of how society reacts to each

Discuss questions 1-4 (review "old" material).
Introduce *Never rules.*

DISCUSS:

1. Who are strangers?
   STRANGER: someone we do not know
   - a person you have never met before
   - a person whom you may see often, but do not know anything about e.g. ice-cream man
   - a person whose name and address you do not know
   - a person your parents or teachers do not know
   - not all strangers are grown ups
2. Who do we know that is not a stranger?
   - immediate relatives
   - friends of the family
   - classmates
   - certain people in authority such as: police officers, teachers, clergy, fire fighters, nurses, storekeepers, etc.
3. Can we trust all strangers that seem friendly? (NO)

4. What should we do if a stranger does bother us?
   - Be sure always to tell your parents if a stranger bothers you.
   - Go where there are adults you know.
   - If you are at school, go to your teacher or principal.
   - Run home or to a friend's house.
   - Go into a store and tell a clerk.
   - If a stranger is in a car, turn around and go in the opposite direction.
   - Run and yell as loud as you can. Attract attention by yelling "fire."
   - When you are in a safe place, find an adult to help you report to the police.
   - Try to remember as much as you can about the stranger.

The questions below contain material new to the students.

DISCUSS:

1. What are some "never" rules which we should remember about strangers?
   - Never talk to a stranger.
   - Never go near a stranger.
   - Never get in a stranger's car.
   - Never accept candy, money or other gifts from strangers.
   - Never play alone away from where people can see you.
   - Never let a stranger into your home.
   - Never go anywhere with a stranger.
   - Never let a stranger touch you.
   - Never let a stranger join in your play.
   - Never go into vacant buildings, alleys, behind fences, walls or in other strange places where there could be danger.

2. What should we try to remember in order to report a stranger who bothers us?
   - Remember how he/she looks. (race, clothing, sex, hair, age, height and weight)
   - If the stranger is in a car, try to remember what color the car is and any other details.
   - If possible, copy down the license number even if you have to write it in the dirt with a stick.
   - Remember in which direction the stranger went.

*Allow students to write and illustrate some of these rules. Encourage students to discuss the rules with their parents.

Following this discussion, have someone who is unknown to the students enter the classroom and then leave. Have students write or tell all that they observed about this person. Bring the person back to check the students' accuracy.

STRANGER IDENTIFICATION

Purpose: Demonstrate an understanding of unacceptable behaviors for various situations

What are the various ways we describe people?

Play: Missing Child Identification Game

This activity is to help train children in describing people in case they need to describe a stranger to authorities.

Have four students line up in front of the room. Tell your students that one of these will leave the room and the class will have to tell what he/she looks like. Tell the students they should try to tell as much about what the "missing child" looks like as possible, e.g. height, weight, age, clothes, race, sex and any other descriptive characteristics.

After the class has had a chance to examine all four students, have one of the four leave the room while the rest of the class hides their eyes. Have the missing child return. Compare the description given with the child's actual appearance.

This acitivity may be adapted to other articles, e.g. bikes, lunch boxes, coats, record players, etc.

ANSWERING THE TELEPHONE

Purpose: Demonstrate an understanding of personal responsibility

DISCUSS:

1. What do you say when you answer the phone?
   — Children used to be told to answer the phone by saying, "This is the Jones' residence." Safety experts now advise that the phone be answered only with "Hello" or some other simple greeting.
2. What should you say if a strange caller asks for your parents when they are not at home?
   — Children should say, "I'm sorry, Mother or Dad can't come to the phone now. Give me your name and number and I'll have them call you." Encourage students to ask their parents to keep a pad and pencil beside the phone and be sure to copy numbers accurately. It is also advisable to warn children not to volunteer information about the family member's whereabouts or schedules.
3. What should you do if a strange person knocks on your door and asks if they can use the phone?
   — Children should not allow strangers to come in and use the phone. They may offer to make the call for the person but should close and lock the door before they make the call. The child may send the stranger elsewhere for help.

Role play telephone calls from strangers. Begin by having the teacher make a call as a stranger to a student. Later, have students make calls as strangers to the other students.

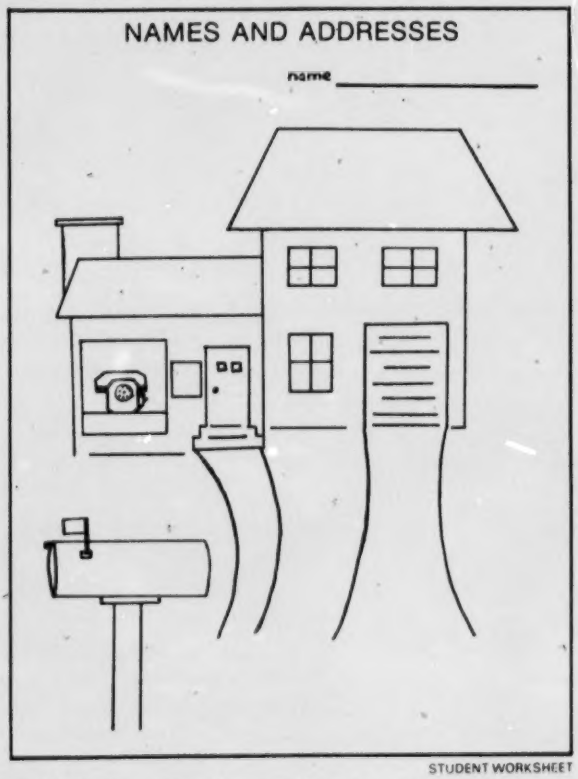
Role play the stranger at the door in the same manner as the stranger on the telephone.

*Check with the local phone company for practice telephones and the accompanying telephone manners book.

NAMES AND ADDRESSES

(STUDENT WORKSHEET Page 38)

Purpose: Demonstrate an understanding of personal responsibility



STUDENT WORKSHEET

This activity reinforces knowledge of address and phone number.

Distribute the worksheet and have students write:

a. his/her house number beside the door
b. address number and street name on the mailbox
c. telephone number below the picture window

BEING LOST — ROLE PLAY

This activity is to recognize the importance of knowing your name and address

In a role playing situation, one child pretends to be a police officer and two children pretend each of them is lost. The officer sees the first child crying and comforts him/her. When asked for name and address, the first child is unable to give them, so the officer takes the child to the police station to wait for his/her parents. The second child, however, knows the correct name and address and is taken directly home to joyful parents. (Other children could pretend to be officers in the station and parents of the children.)

Hold up a picture and ask one of the following "What if...?" questions. After students have responded, remove the picture from sight and ask, "What did the stranger look like?" When someone has described the stranger, show the picture again and compare the description with the picture.

"What if..."

- this person asks you to get into the car?
- this person knocks on your door?
- this person offers you candy?
- this person wants to play with you?
- this person tries to touch you?
- this person wants you to come into a house?
- this person keeps "hanging around" the playground?
- this person says, "Your mother sent me to pick you up."
- this person bothers you in the movies?
- this person asks you for directions?
- this person wants you to go somewhere with him/her?

Reminder: If students are unsure of what to do in any situation — Better Ask!!

Obtain pictures of different people that show the total figure. They may be magazine pictures, study prints or pictures from students' textbooks.

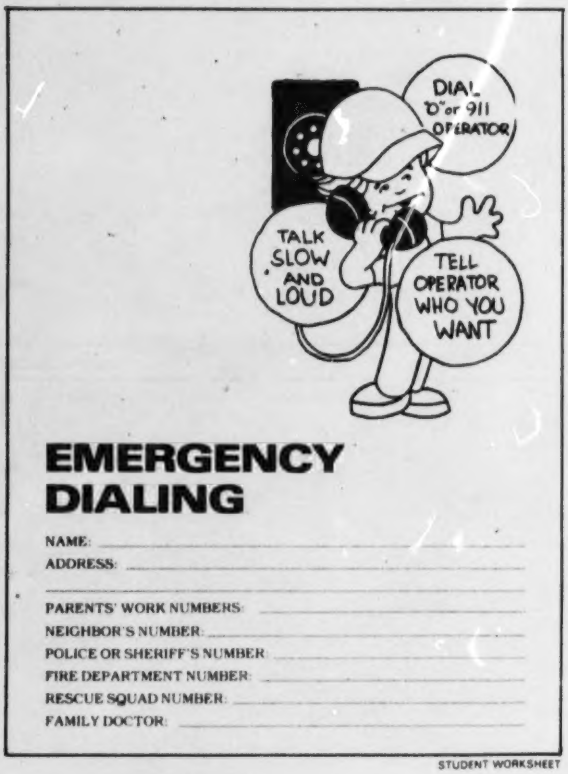
Display the "stranger" pictures around the room. From time to time choose one to describe to the class, and see if they can identify which one you are describing.

Teacher's Notes...

Emergency Dialing

(STUDENT WORKSHEET Page 39)

Purpose: Demonstrate an awareness of how responsibility of individual group members is necessary for the preservation of a group.



STUDENT WORKSHEET

DISCUSS:

1. When should we use the telephone to get help?
   - when you need to report a fire
   - when you need to report an accident
   - when you need police assistance
   - when you have any emergency which requires assistance

   Be sure to stress the point that **the telephone is not a toy.** When you use the telephone, handle it carefully, and use it for emergencies only.
2. What is the proper way to use the telephone to get help in an emergency?
   a. Keep emergency phone numbers near the phone at all times. If there is a fire, first get everyone out of the house, then use a neighbor's phone.
      * Remind students that they may dial "0" if they do not know a phone number,
   b. Speak clearly and calmly so you can be easily understood.
   c. Give:
      your name – My name is_____.
      address – I live at _____.
      problem – e.g. – Someone is trying to get into my house.
   d. Wait for a reply and hang up ONLY when you are sure they have all the information.
   e. Wait in a safe place until help arrives. Stay calm. It never helps to get excited.

Distribute the student worksheet and have students fill in their name and address. Place the phone numbers for police/sheriff, fire department, and rescue squad on the board for students to copy on the lines provided. Students should take their EMERGENCY LIST home to post near their telephone asking their parents to help them fill in the remaining information.

Show film strip: *Telephone For Help*
BFA Educational Media

*Review with students the proper usage of the phone when dialing "0".

Dial phone
1. Lift receiver
2. Listen for dial tone
3. Dial "0" (operator) or 911
4. Tell operator:
   a. Who you are,
   b. Where you are,
   c. Why you need help

Touch phone
1. Lift receiver
2. Listen for call tone
3. Push "0" (operator) button or 911 buttons
4. Tell operator:
   a. Who you are,
   b. Where you are,
   c. Why you need help

Have students suggest mock emergency situations and write them on the board. Call on different students to tell what emergency number(s) should be used in each situation.

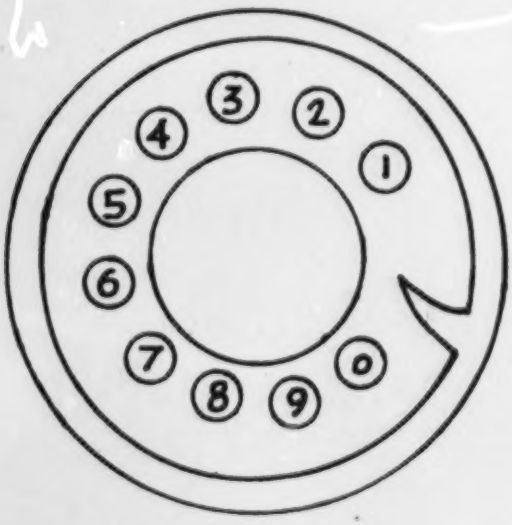
Many local telephone books have space inside the front cover to write emergency phone numbers. Use a local book to show this page to the class. Students could copy the numbers from the worksheet in their telephone books at home.

CALLING FOR HELP

Purpose: To practice dialing home and emergency numbers

Using poster board, cut out two large circles so that one may be placed on top of the other. Cut circles out of one to represent the holes in a telephone dial. Place this circle on top of the other and write the numbers in the correct places on the circle underneath. *The circle which shows the "0" should be outlined in red.* Fasten these two circles together in the center so that the top circle may be turned by students. Secure the circle underneath to a bulletin board that students can reach it and turn the dial.

Have students practice dialing:
— "0" for the operator or 911
— their home phone numbers
— their parent's work number
— the number of the police or sheriff's department



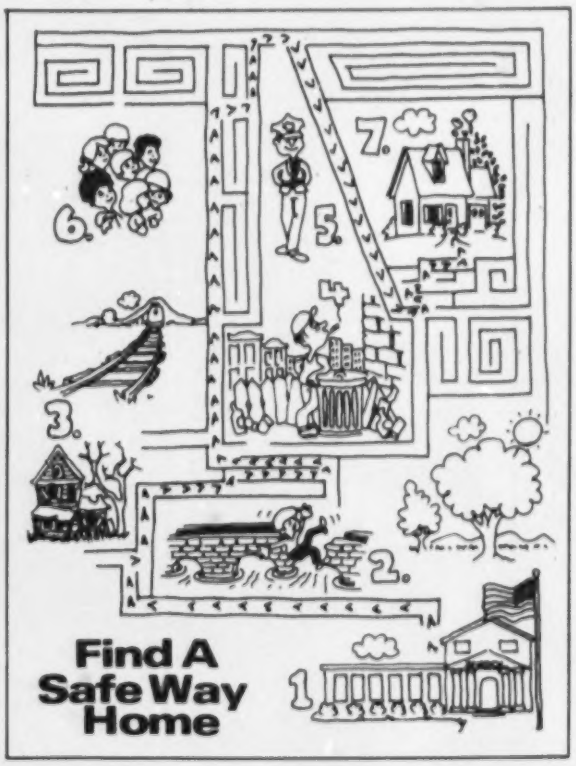
FIND A SAFE WAY HOME

(STUDENT WORKSHEET Page 40)

Purpose: Demonstrate responsible action and adherence to school rules through daily action

DISCUSS:

What places are dangerous and should be avoided?
- alleys
- vacant lots
- construction sites
- woods when alone
- empty buildings
- public restrooms when alone
- quarries
- any enclosed place where you can't be seen
- places that have signs such as, DO NOT ENTER, NO TRESPASSING, DANGER, KEEP AWAY, KEEP OUT, HIGH VOLTAGE



Distribute the worksheets. Have students find the safe way home through the maze avoiding unsafe places. Begin at school and end at home. After the students have completed the worksheet, call out the numbers of each area and let students tell whether the place is safe or unsafe and why.

Show film strip: *Roscoe's Rules*
Sid Davis Productions

THE BUDDY SYSTEM
(STUDENT WORKSHEET Page 41)

Purpose: Recognize the need for groups in our society

Explain situations from your own childhood experience when you practiced the buddy system. (e.g. swimming, going on field trips, going to a movie, etc.) Do not give reasons, at this time, why the buddy system is used.

DISCUSS:

1. What is a buddy?
   - a good friend
   - a partner
   - a companion
2. What do we mean when we speak of the buddy system?
   - when two persons are paired for mutual protection in potentially dangerous situations
3. What are some advantages of the buddy system?
   - if one needs help while swimming
   - if one gets lost
   - if one gets hurt
   - if one gets left behind
   - etc.
4. Does having a buddy mean you can go with strangers or into dangerous places?
   - No. The rule is — **If you don't know, don't go!**

Have students pair off. Let each pair choose a situation where a buddy might be needed. Let each pair share the situation with the class.

Stress that the buddy system is an absolute necessity when going on door-to-door projects, such as cookie sales, collecting, seeking donations, or for Halloween "trick or treat."

Again, if you're not sure: Better Ask!

Distribute Hidden Messages: Number Code and Math Game. This worksheet reinforces safe places to play.

Answers:

Never play alone away from people.
Never go where it says danger.

BUDDY SYSTEM — HIDDEN MESSAGES

name

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1														

P	Q	R	S	T	U	V	W	X	Y	Z

7	2	11	1	9		15	5	1	24		2	10	10	13	4
+7	+3	+11	+4	+9		+1	+7	+0	+1		−1	+2	+5	+1	+1

3	23	0	0		3	10	14	13		1	7	5	16	9	7
−2	+0	+1	+25		+3	+8	+1	+0		+15	−2	+10	+0	+3	−2

10	8	11	1	10		6	10		23	4	5	9	10
+4	−3	+11	+4	+8		+1	+5		+0	+4	−0	+9	−5

6	10		10	1	25	9		5	7	14	8	3	18
+3	+10		+9	+0	+0	+10		−1	−6	−7	−1	+2	−0

Write another NEVER rule here:

STUDENT WORKSHEET

THREE LITTLE PIGS

Purpose: Display observable responsibility for personal belongings and school materials

Read to the class the story of "The Three Little Pigs."

DISCUSS:

1. Why did the first two "Little Pigs" build such unsafe houses?
   - used the easily available materials, built them in a hurry, etc.
2. Why was the third "Little Pig's" house safer?
   - used stronger materials, built more carefully and could lock his door to keep strangers out

Have students think of different ways to make their homes safe and put the list on the board.

- keeping it in good repair
- being able to lock doors and windows
- keeping keys in a safe place
- not leaving bikes or other valuable articles out in the yard when not in use

DISCUSS:

1. Why is it important to lock doors when you are at home?
   - so no one can enter without permission
2. Why is it important to lock doors when you are not at home?
   - so your home and possessions are secure
3. Have you ever had something taken because it was not locked?
4. If so, are you going to be more careful about locking things up?
5. If you must bring your house key to school, where is a safe place to keep it?
   - on a string around your neck and tucked inside so no one can see it

Adapted: A Safety Program For Primary Grades: Let's Take Action Against Crime (Chicago: Kiwanis International, Inc.).

34 *Students might enjoy role playing or putting on a puppet show of the "Three Pigs".

THE BUDDY SYSTEM
(STUDENT WORKSHEET Page 41)

Purpose: Recognize the need for groups in our society

Explain situations from your own childhood experience when you practiced the buddy system. (e.g. swimming, going on field trips, going to a movie, etc.) Do not give reasons, at this time, why the buddy system is used.

DISCUSS:

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Have students pair off. Let each pair choose a situation where a buddy might be needed. Let each pair share the situation with the class.

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Again, if you're not sure: Better Ask!

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Answers:

Never play alone away from people.
Never go where it says danger.

BUDDY SYSTEM — HIDDEN MESSAGES

name _____

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
I														

P	Q	R	S	T	U	V	W	X	Y	Z

7	2	11	1	9	15	5	1	24	2	10	10	13	4
+7	+3	+11	+4	+9	+1	+7	+0	+1	−1	+2	+5	+1	+1

3	23	0	0	3	10	14	13	1	7	5	16	9	7
−2	+0	+1	+25	+3	+8	+1	+0	+15	−2	+10	+0	+3	−2

10	8	11	1	10	6	10	23	4	5	9	10
+4	−3	+11	+4	+8	+1	+5	+0	+4	−0	+9	−5

6	10	10	1	25	9	5	7	14	8	3	18
+3	+10	+9	+0	+0	+10	−1	−6	−7	−1	+2	−0

Write another NEVER rule here: _____

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   - — used stronger materials, built more carefully and could lock his door to keep strangers out

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- — keeping it in good repair
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- — keeping keys in a safe place
- — not leaving bikes or other valuable articles out in the yard when not in use

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   - — so your home and possessions are secure
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Adapted: A Safety Program For Primary Grades: Let's Take Action Against Crime (Chicago: Kiwanis International, Inc.).

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CHILD ABUSE AND NEGLECT

Teacher Information

Purpose: To encourage teachers to report suspected child abuse and neglect.

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Child abuse and neglect are serious and growing problems in today's society. More and more states are requiring, under penalty of law, that alleged abuse and neglect cases be reported by certain professionals. It is extremely important for teachers to have information about child abuse and neglect.

It is highly recommended that teachers become familiar with local policies and regulations and fully understand obligations.

The intent of the information furnished below is to offer teachers general direction. Check with your immediate supervisor to determine specifics for your locality.

What is an abused or neglected child?

"Abused child means a child under the age of eighteen years who exhibits evidence of serious physical or mental injury not explained by the available medical history as being accidental.

Section 3 Act of 124 of 1975 Child Protective Service Law

What are some identifying signs of possible abuse?

1. bruises, abrasions, old-healed lesions, burns, scalding
2. evidence of dislocations, fractures
3. unexplained injuries
4. shows evidence of dehydration and/or malnutrition without obvious cause
5. unusual fearfulness
6. repeated injuries
7. evidence of sexual abuse

What are some identifying signs of possible neglect?

1. malnourished, ill clad, dirty
2. ill and lacking essential medical care
3. denied normal experiences that produce feelings of being loved, wanted, secure and worth/ (emotional neglect)
4. failing to attend school regularly
5. constantly tired, "run-down" - possibly exploited or overworked
6. emotionally disturbed due to constant friction in the home, marital discord, mentally ill parents
7. exposed to unwholesome and demoralizing circumstances e.g. excessive drinking and/or drunkenness

Who reports alleged cases of abuse or neglect?

1. Any person who witnesses or suspects child abuse or neglect should report the incident.

2. Certain professionals are required by law, under penalty, to report alleged cases of abuse and neglect (i.e. doctors, nurses, teachers).

To whom should reports be made?

If you are a teacher, make your report to school authorities.

There is a Child Abuse Center in most cities and states. Anyone who suspects child abuse is taking place should contact this center. You DO NOT have to give your name, only the location and the abuse which you think has occurred.

SMOKING

Conceptual Guidelines for School Health Programs in Pennsylvania

Basic Concept: There is substantial evidence that smoking, particularly cigarette smoking, is harmful to health. Individuals must be aware of and understand the health hazards associated with smoking so they can make an intelligent, personal decision on whether to smoke or not to smoke. People feel differently about things according to their environment, background, knowledge and beliefs.

1. Have pupils define what a habit is, how it is formed and how it can be changed.
2. Have pupils identify what constitutes a good habit, and a bad habit, and give a minimum of three examples of both.
   *Students could write 3 good habits as a handwriting activity; illustrate each.
3. Discuss smoking habits — why do people start smoking? Why do people continue smoking?

Smoking affects not only the smoker but others as well.

1. Have the students list 2 ways smoking adversely affects the nonsmoker.
2. Have pupils relate from experience some of the things unpleasant to them about smoking
3. Invite the school nurse in to discuss the effects of cigarette smoking on health.
4. Discuss fires in the home caused by careless use of cigarettes and matches.

*Activities in the content level (K-3 Smoking) are from the Bunny Flip Chart available from the Pennsylvania Division, American Cancer Society.

ALCOHOL

Conceptual Guidelines for School Health Programs in Pennsylvania

Basic Concept: The increase in consumption of beverage alcohol by all age groups and the apparent acceptance of moderate drinking by society indicate that there is a need for adequate information concerning alcohol so that mature personal judgments can be made concerning its use.

It is important to be careful about accepting things from strangers.

1. Discuss about people who might offer students food, drink or pills and how they might respond.
2. Have students draw sequence pictures or write a story depicting:
   a. meeting a stranger
   b. being offered food, drink or pills (or a ride) by the stranger
   c. saying no to the stranger
   d. having fun with friends after the stranger is gone.
3. Discuss with students people they can ask for help if a stranger bothers them. (parent, neighbor, brother, sister, etc.)

People can become poisoned by eating or drinking household substances.

1. Discuss and collect pictures of ethyl, and methyl alcohol, bug killers, detergents, drain cleaners, etc. (sample bottles — emptied — could be brought in also as examples)
2. Discuss why these substances should be kept locked up.
3. Explain the skull and crossbones and Mr. Yuk symbols.

SUBSTANCE ABUSE

Conceptual Guidelines for School Health Programs in Pennsylvania

Basic Concept: Through accurate knowledge of drugs and narcotics, their beliefs, benefits and liabilities, drug abuse shall be avoided.

Our bodies are affected by what we eat, drink and inhale.

1. Have the students briefly discuss why it is necessary to eat and drink.
2. Have the students tell how they know when it is time to eat and describe what it feels like to be hungry and/or thirsty.
3. Give examples of the different kinds of food and drink from which humans can derive nourishment.
4. Identify types of things that children should not eat or drink and give reasons.
5. Have the pupils describe the warning signs found on containers of harmful substances, i.e. skull and crossbones and Mr. Yuk.

*Students might enjoy cutting pictures from magazines of "good" foods. These pictures could then be made into a collage.

*A puppet show could be done by the students as they discuss types of things they should and should not eat.

Medicines designed to cure and prevent sickness can be dangerous when improperly used.

1. Have students relate their experiences with taking medicine. Why is it necessary to take a specific amount at a particular time?
2. Discuss why a doctor's prescription is necessary to obtain certain types of drugs.
3. Invite a druggist to visit the class. Suggest that he/she discuss the safety factors associated with medicine as well as possible harm from misuse.
4. Demonstrate various poison labels so that children will learn to identify them. Display skull and crossbones and Mr. Yuk.
5. Collect newspaper and magazine articles dealing with accidental poisonings, safe use of medicines, etc. Make scrapbooks or arrange articles as a bulletin board exhibit using the materials collected.

*Discuss with students, what should you do if you get sick at a friend's house?
Tell your friend's mom; Go home.
Should you take a friend's medicine?
No!
Will someone else's medicine always work for you?
No — A doctor prescribes certain medicine for particular illnesses. You might be allergic to some medicines.

Physical hazards are posed by misuse of non-medical substances found in the home and garage.

1. Read warnings from labels on empty paint cans, cleaning fluids, insecticides, glue tubes and household cleaners. Explain meaning to students. Solicit discussion.
2. Discuss the effects caused by the abuse of these substances on general health.
3. Demonstrate what should be done if, by mistake, any of these substances is ingested.
4. Have students discuss safety factors concerning use and storage of these substances with parents/guardians and older brothers and sisters. Provide opportunities for the conversation at home to be further discussed in school.

*Students may wish to learn the phone number of a local poison control center where help can be reached if an abusive substance is swallowed.

MENTAL HEALTH

Conceptual Guidelines for School Health Programs in Pennsylvania

The following concepts are adequately covered in the basic TIPS/JETS lessons. (Therefore, no additional suggested lessons are presented here.)

Basic Concept: Mental health is a continuous thread of total health. It combines within the person realistic perceptions of self and the world and should assure positive and productive interactions of: People with themselves, people with other people, people with their environment.

"You" as a person are very, very important!

Everyone is different. You can do certain things well — better than others — yet some can do things better than you can.

You should be proud of those things you do well.

Responsible behavior is a part of growing up. Improving behavior tells others you are growing up or maturing.

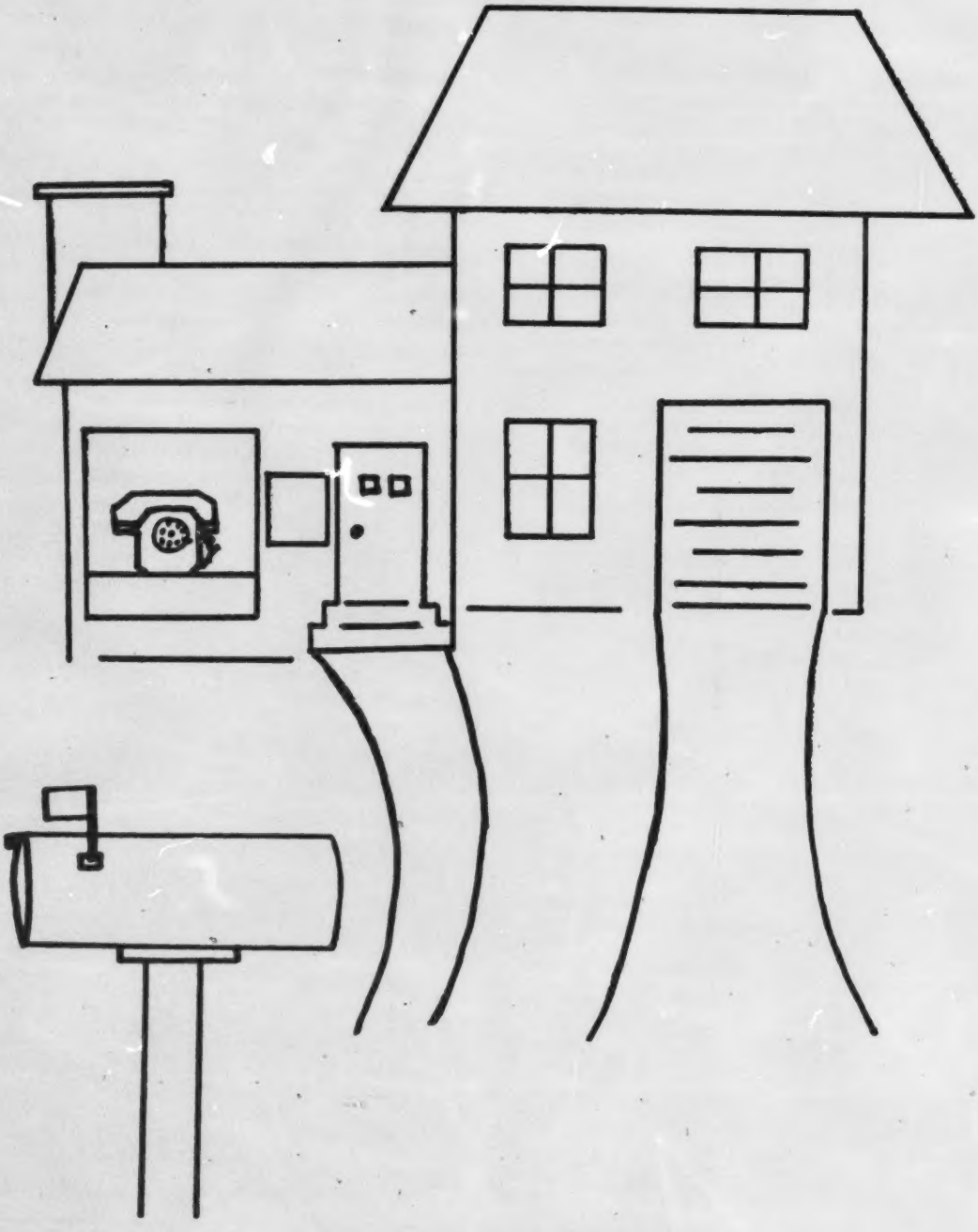
Feeling sad or happy are part of life: one's adjustment to these feelings in ourselves and others is most important.

Respect for the rights and property of other people as well as my own.

There is a difference between tattling and real concern for the things people do.

NAMES AND ADDRESSES

name _____



EMERGENCY DIALING

NAME: _____

ADDRESS: _____

_____

PARENTS' WORK NUMBERS: _____

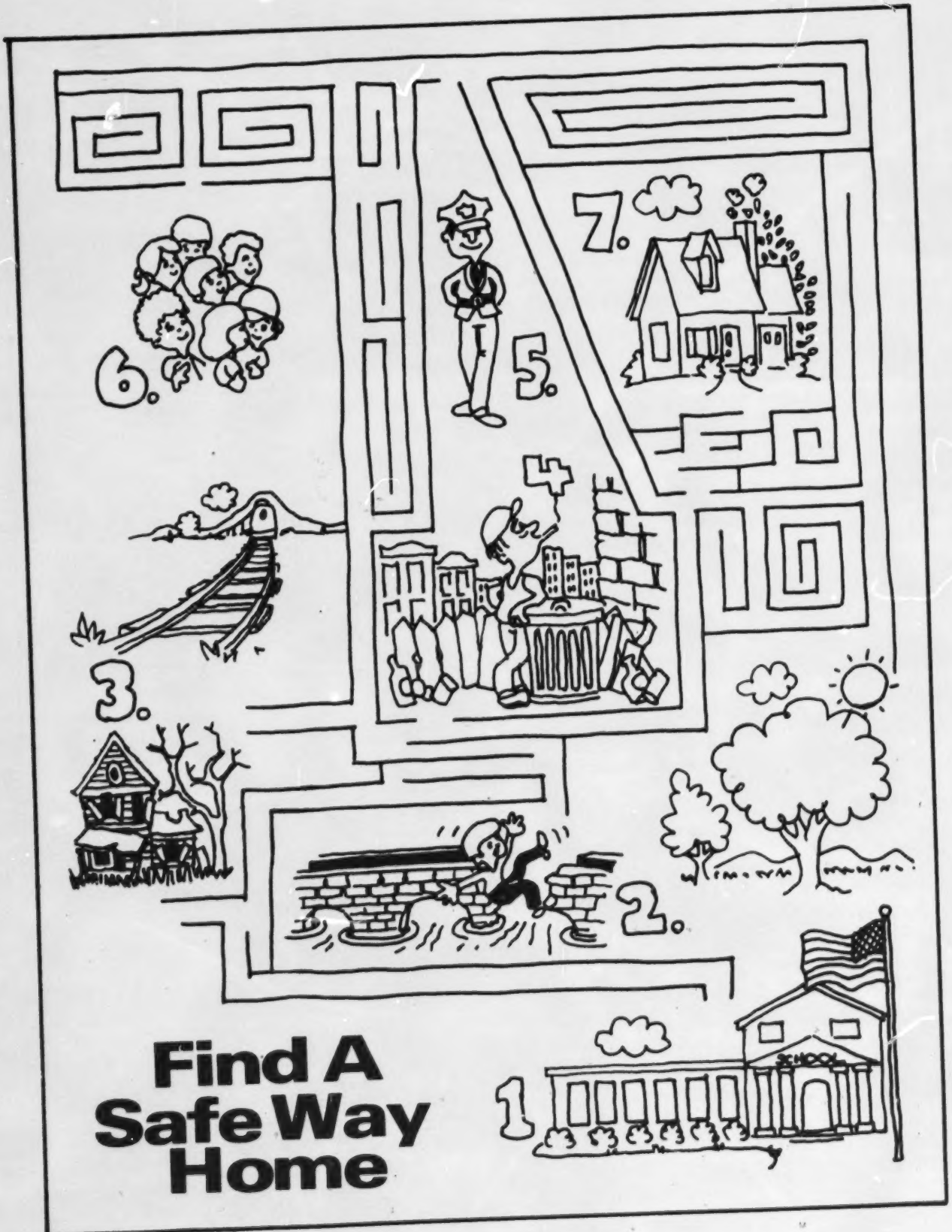
NEIGHBOR'S NUMBER: _____

POLICE OR SHERIFF'S NUMBER: _____

FIRE DEPARTMENT NUMBER: _____

RESCUE SQUAD NUMBER: _____

FAMILY DOCTOR: _____



Find A Safe Way Home

BUDDY SYSTEM — HIDDEN MESSAGES

name _____

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1														

P	Q	R	S	T	U	V	W	X	Y	Z

7	2	11	1	9	15	5	1	24	2	10	10	13	4
+7	+3	+11	+4	+9	+1	+7	+0	+1	−1	+2	+5	+1	+1.

3	23	0	0	3	10	14	13	1	7	5	16	9	7
−2	+0	+1	+25	+3	+8	+1	+0	+15	−2	+10	+0	+3	−2

10	8	11	1	10	6	10	23	4	5	9	10
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6	10	10	1	25	9	5	7	14	8	3	18
+3	+10	+9	+0	+0	+10	−1	−6	−7	−1	+2	−0

Write another NEVER rule here:

JETS

JUSTICE
EDUCATION
TEACHING
STRATEGIES

Supplementary Materials

UNIT I

Student Reading List

Beatty, Hetty, **Little Owl Indian**. New York: Houghton Mifflin, 1951.

Beim, Jerrold, **The Smallest Boy in The Class**. New York: Morrow, 1949.

Bishop, Claire, **All Alone**. New York: Viking, 1953.

Cleary, Beverly, **Henry and the Paper Route**, New York: William Morrow & Co., 1957.

Duvoisin, Roger, **Petunia**. New York: Knopf, 1950.

Fassler, Joan, **The Boy With A Problem**. New York: Human Science Press, 1971.

Fassler, Joan, **Don't Worry Dear**. New York: Human Science Press, 1971.

Hamada, Hirosuke, **Little Mouse That Tarried**. New York: Parents' Magazine Press, 1971. (consequences)

Lopshire, Robert, **I Am Better Than You**. New York: Harper & Row, 1968.

Mann, Peggy, **The Clubhouse**. New York: Coward, McCann and Geoghegan. (values and individual differences)

Matsuno, Masako, **A Pair of Red Clogs**. New York: World, 1960.

Molarsky, Osmond, **Right Thumb, Left Thumb**. New York: Addison-Wesley, 1969.

Oppenheim, Joanne, **On the Other Side of the River**. New York: Franklin Watts. (the need for cooperation between the neighboring cities)

Udry, Janice, **The Sunflower Garden**. New York: Harvey, 1969.

Voirst, Judith, **Alexander and the Terrible, Horrible, No Good, Very Bad Day**. New York: Athemeum Publishing Company, 1972. (consequences)

Waber, Bernard, **Nobody is Perfick**. Englewood Cliffs, N.J.: Scholastic Reader's Choice, 1971. (individual consequences)

Watson, Jane, **Sometimes I'm Afraid**. New York: Western Publishers, 1971.

Wittels, Harriet and Joan Greisman, **Things I Hate**. New York: Human Science Press, 1973.

Zion, Gene, **The Plant Sitter**. New York: Harper and Row, 1959.

Films and Filmstrips

YOU PROMISED! — First Things Series — filmstrip — 12 min. — Guidance Associates, 1972

You Promised! is a two-part sound filmstrip presentation. Each part dramatizes an unresolved situation inviting classroom discussion about the problem of whether or not to keep a promise.

Part 1 begins as Holly, the best tree-climber in the neighborhood, attempts to go all the way to the top of the tallest tree around. She makes it to the top but slips and falls on her way down. Holly's father witnesses the fall and rushes over to help. Fortunately, the fall hasn't really hurt Holly, but her father is concerned that another fall might be serious. So Holly promises that she will not climb any more trees until he says it's okay.

Later on that day, as Holly is bike riding with some friends, she sees a kitten up in a tree, afraid to come down. She and her friends stop to help the kitten's owner. The other children are unsuccessful in their attempts to climb the tree and save the kitten, so Holly is faced with a problem.

DISCUSS:

Part 1

1. How will Shawn feel if he can't get his kitten down? Why?
2. Was it fair for Holly's father to ask her to promise never to climb trees? Why?
3. Can you think of a promise which would be more fair to Holly?
4. How will Holly feel if she breaks her promise to her father?
5. Why did Holly's father ask her to promise not to climb trees in the first place? Did he have a good reason?
6. Suppose that Holly's father asks her if she broke her promise; what should Holly say? Why?

Part 2 dramatizes a completely different moral dilemma. Alex has been visiting Russell on his farm for a week during school vacation. Every day the boys have gone horseback riding. Russell has been riding King, and Alex has been riding Midget, the little pony. Russell has promised Alex that if he practices riding on the pony all week, he can try riding the big horse, King, on the last day of his visit. However, Russell's older brother, Zack, needs King to compete in a horse show. What is more important — Russell's promise to Alex or Zack's 4-H Club competition? The final decision is left up to Russell — and to the viewers as well.

DISCUSS:

Part 2

1. How would you feel if you had to wait a whole year to do something you were promised you could do right away?
2. Have you ever made a plan only to have to postpone it for some reason? How did you feel about it?
3. Should Russell break his promise to Alex when his brother forgot to tell him that he needed the horse that day?
4. Have you ever had a promise made to you and then not kept? How did you feel? How do you think Alex will feel if Russell breaks his promise?

5. Alex is only one person. A whole team is depending on Russell's brother. Does that make a difference here?
6. Russell's brother is always helping him keep his horse healthy. Should he do a favor for his brother now?
7. Is it more important to keep a promise to a friend or to a brother? Why?
8. Russell has to decide who will ride the horse that afternoon. Is flipping a coin a fair way to decide? Why?
9. Should Russell's grandfather have given him some advice? What do you think the grandfather would have suggested?

THE RESPECTING OTHERS GAME — Learning Responsibility Series — Alfred Higgins Productions, Inc. - 11 min.

Jason learns about respecting the rights and belongings of others when Mr. Mac shows him how he would feel if such rights were taken away from him. Observing others helps Jason discover that "People like you better when you're not crude and rude."

UNIT II

Student Reading List

Beame, Rona, **Calling Car 24 Frank: A Day with the Police.** New York: Harcourt, Brace and Jovanovich, 1945. (the work of a police officer)

Brown, David, **Someone Always Needs a Policeman.** New York: Messner, 1972. (the varying roles of a police officer)

Fassler, Joan, **The Boy With A Problem.** New York: Behavioral Publications, 1971. (authority)

Fox, Paula, **Good Ethan.** Scarsdale, N.Y.: Bradbury, 1973. (rules)

Leaf, Munro, **Fair Play.** New York: J.B. Lippincott, 1967. (necessity for rules)

Lund, Harold, **You Ought To See Herbert's House.** New York: Watts, 1973. (rules)

Potter, Beatrix, **The Tale of Peter Rabbit.** New York: Warne, 1902. (rules)

Seuss, Dr., **The Cat In The Hat.** New York: Random House, 1957. (authority)

Stanek, Muriel, **How Rules and Laws Help Us.** Westchester, Illinois: Benefic Press, 1969.(rules and laws and their necessity)

Films and Filmstrips

WHAT SHOULD I DO — The Game — 16mm — 8.6 min. — Walt Disney Instructional Media Company - 1976

DISCUSS:

1. How come some kids can never play by the rules?
2. Why do they always want special treatment? It sure would be great to leave them out, but they always seen to own the ball!
3. Should the rules be changed for certain people?
4. Why have an umpire if nobody is going to listen to him?
5. Maybe there shouldn't be any rules at all. What would happen then?
6. It isn't any fun to play alone all the time either. How can you get any playing done if everyone is arguing?
7. Why can't we just have fun?

SUGGESTED ACTIVITY:

Invite the physical education teacher to come to your class and discuss the importance of rules in games.

SCHOOL BUS SAFETY AND COURTESY — 16mm — 15 min. — Oxford Films — 1974

This film is designed to develop positive attitudes of the student toward school bus safety. It discusses riding and pedestrian safety, respect of private and public property, and respect of authority.

DISCUSS:

1. What needs to be done on your bus and at your bus stop to make it safer for you?
2. How should you dress in bad weather so that you can be seen while walking?
3. When you get off the bus, should you walk in front or behind the bus?

SUGGESTED ACTIVITIES:

1. Make up new verses to the song "The Wheels on the Bus" to emphasize newly learned bus rules.
2. Invite a bus driver to come in to discuss his/her major problems and concerns.
3. Have students cut out a school bus and put their bus number on it to help them remember which bus they ride.

UNIT III

Student Reading List

Guilfoile, Elizabeth, **Nobody Listens to Andrew.** Chicago: Follett Publishing Company, 1957. (calling for help and not being believed)

Leaf, Munro, **Safety Can Be Fun.** New York: J.B.Lippincott, 1961. (safety rules and their necessity)

Films and Filmstrips

ROSCOE'S RULES — 16mm — 10 min. — Sid Davis Productions

In the movie, we see a police officer talking to a class of second graders. He introduces them to his friend ROSCOE, and explains ROSCOE'S FOUR SPECIAL SAFETY RULES.

1) "We **ALWAYS** go straight home from school."
2) "We **NEVER** take gifts from anyone without our parents' permission."
3) "We **NEVER** get into a car without our parents' permission."
4) "We **NEVER** walk or play in lonely places."

TELEPHONE FOR HELP — 16mm — 10 min. — BFA Educational Media

We never know when we are going to need help for ourselves or somebody else. In every community, there are people such as policemen, firemen, and even telephone operators who are specially trained to help in an emergency. Knowing how to telephone them for help and how to provide information quickly and accurately is important. Three dramatic emergency situations are shown in which children must call for help. Suggestions are provided within the film to turn off the projector for students to participate in deciding how the children should get help and what they should say.

DISCUSS:

1. Whom did Robert call and what did he say? How could he have done a better job?
2. Before Robert could call, he had to find the correct telephone number. How did he find the correct telephone number?

Film Distributors

ALFRED HIGGINS PRODUCTIONS, INC.
9100 Sunset Boulevard
Los Angeles, California 90069

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

OXFORD FILMS
1136 N. Las Palmas Avenue
Los Angeles, California 90038

SID DAVIS PRODUCTIONS
1144 S. Robertson Boulevard
Los Angeles, California 90035

WALT DISNEY EDUCATIONAL MEDIA COMPANY
800 Sonora Avenue
Glendale, California 91201

Teacher's Notes...

CONTACTS FOR ADDITIONAL INFORMATION ON DRUG AND ALCOHOL ABUSE PREVENTION

Philip Brown, Chief
Division of Training and Prevention
Governor's Council on Drug and
Alcohol Abuse
2101 N. Front Street
Harrisburg, PA 17120
717-783-8200

ENCORE — They serve as a statewide clearinghouse for literature and films; keep a well-stocked library of research and prevention materials; put out a bi-monthly newsletter called *Inside Dope*; and publish a comprehensive guide to drug and alcohol services in the state. The address is:
ENCORE
Box 2773
Harrisburg, PA 17105
toll free (800) 932-0912
All material is free and they can provide a list of their holdings.

For IU 22, 23, 24, 25 or 26 contact:
Thomas H. Stecher
Delaware County IU
Sixth and Olive Streets
Media, PA 19063
(215) 565-4880, ext. 72

For IU 14, 17, 18, 19, 20, 21 or 29 contact:
Kathleen T. Marinari
Berks County IU
2900 St. Lawrence Avenue
Antietam Valley Center
Reading, PA 19606
(215) 779-7111

For IU 8, 10, 11, 12, 13, 15 or 16 contact:
Margaret E. Rockenbeck
Central IU
R.D. 1 Radio Park
Philipsburg, PA 16866
(814) 342-0884

For IU 1, 2, 3, 4, 5, 6, 7, 9, 27 or 28 contact:
Megan W. Smith
Midwestern IU
Maple Street
Grove City, PA 16127
(412) 458-6700

For more information about the Addictions Prevention Network you can also contact:
Jay M. Strunk
Delaware County IU
6th and Olive Streets
Media, PA 19063
(215) 565-4880 or
(717) 783-2528

Glossary

BOLD PRINT — indicates teacher definition
light print — indicates a simplified student definition

AUTHORITY — **POWER OR ABILITY TO INFLUENCE OTHERS' BEHAVIOR**
—being the boss, leader; able to tell others what to do
— a person in authority is someone who helps you.

CONFLICT — **OPPOSING BELIEFS, INTERESTS, OR ACTIONS**
—a problem to be solved either with self or others

CRIME — **AN ACT IN VIOLATION OF THE LAW**
—breaking the law

FEELINGS — **AN ATTITUDE OR EMOTION TOWARD SOMEONE OR SOMETHING**
—how we think about someone

RESPONSIBLE — **RELIABLE, TRUSTWORTHY**
—carrying out a job or doing what you are supposed to do

RULE — **SOMETHING WRITTEN OR SAID WHICH TELLS US HOW TO ACT**
—something written or said which tells us how to act

SAFETY — **PROCESS OF REDUCING OR AVOIDING VICTIMIZATION**
—keeping away from places or people that will harm us
—acting so we will not get hurt

STRANGER — **SOMEONE WE DO NOT KNOW**
—someone we do not know

TIP — **AN ITEM OF HELPFUL INFORMATION**
—something told to someone to help

VANDALISM — **DELIBERATELY DESTROYING PROPERTY**
—deliberately destroying property